

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-06-02-04-0008
 Name: Riverhead Senior High School
 Principal: John Merone

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	472	467	508
Tenth	373	368	347
Eleventh	321	314	298
Twelfth	279	314	309
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1445	1463	1462

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	32	2.2%	27	1.8%	29	2.0%
Black (Not Hispanic)	357	24.7%	359	24.5%	371	25.4%
Hispanic	93	6.4%	109	7.5%	124	8.5%
White (Not Hispanic)	963	66.6%	968	66.2%	938	64.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	24
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	22	0
Social Studies Grade 8	0	0	0
English Grade 10	21	21	24
Mathematics Grade 10	26	23	22
Science Grade 10	24	25	22
Social Studies Grade 10	25	23	26

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	68	4.7%	95	6.5%	73	5.0%
Eligible for Free Lunch	232	16.1%	179	12.2%	185	12.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.9%		94.2%		92.2%
Student Suspensions	172	12.9%	163	11.3%	219	15.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.7%	3.1%	5.2%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	97%	89%	95%

Staff Counts

Staff	2003-04
Total Teachers	99
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	214	135	63%	256	167	65%	248	159	64%
Students with Disabilities	24	3	12%	37	13	35%	37	13	35%
All Students	238	138	58%	293	180	61%	285	172	60%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	119	123	1	3	19	20
Percent	42%	43%	0%	1%	7%	7%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
37	13	1	38

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	95		53		44	3.5%
	Entered GED Program*	18		8		12	0.9%
	Total Noncompleters	113		61		56	4.4%
Students with Disabilities	Dropped Out	30		19		18	7.2%
	Entered GED Program*	3		1		2	0.8%
	Total Noncompleters	33		20		20	8.0%
All Students	Dropped Out	125	8.7%	72	4.9%	62	4.1%
	Entered GED Program*	21	1.5%	9	0.6%	14	0.9%
	Total Noncompleters	146	10.1%	81	5.5%	76	5.0%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	794	277
	Number of Students with Disabilities	0	82	21
	Number of All Students	0	876	298
	Percent of Enrollment	0%	60%	20%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	7	100%	6	67%
Spanish	2	#	52	85%	52	52%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	7	43%	12	58%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	5	100%
Science	0	0%	2	#	6	83%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	42	83%	50	74%
Science	38	47%	35	57%	47	62%
Reading	0	0%	8	88%	8	38%
Writing	1	#	12	83%	7	100%
Global Studies	12	67%	18	83%	11	18%
U.S. Hist & Gov't	5	100%	6	83%	10	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	286	324	335	31	40	47
Number Scoring 55-100	272	301	308	27	34	34
Number Scoring 65-100	250	276	284	21	31	26
Number Scoring 85-100	112	112	153	2	2	8
Percentage of Tested Scoring 55-100	95%	93%	92%	87%	85%	72%
Percentage of Tested Scoring 65-100	87%	85%	85%	68%	78%	55%
Percentage of Tested Scoring 85-100	39%	35%	46%	6%	5%	17%
Mathematics A						
Number Tested	126	352	303	23	32	46
Number Scoring 55-100	66	317	280	8	23	31
Number Scoring 65-100	36	285	262	5	18	22
Number Scoring 85-100	1	57	91	1	4	5
Percentage of Tested Scoring 55-100	52%	90%	92%	35%	72%	67%
Percentage of Tested Scoring 65-100	29%	81%	86%	22%	56%	48%
Percentage of Tested Scoring 85-100	1%	16%	30%	4%	12%	11%
Mathematics B						
Number Tested	0	1	115	0	1	12
Number Scoring 55-100	0	#	110	0	#	8
Number Scoring 65-100	0	#	98	0	#	4
Number Scoring 85-100	0	#	46	0	#	1
Percentage of Tested Scoring 55-100	0%	#	96%	0%	#	67%
Percentage of Tested Scoring 65-100	0%	#	85%	0%	#	33%
Percentage of Tested Scoring 85-100	0%	#	40%	0%	#	8%
Global History and Geography						
Number Tested	341	367	339	38	54	36
Number Scoring 55-100	322	321	322	36	39	32
Number Scoring 65-100	289	295	303	25	34	29
Number Scoring 85-100	57	125	109	2	4	2
Percentage of Tested Scoring 55-100	94%	87%	95%	95%	72%	89%
Percentage of Tested Scoring 65-100	85%	80%	89%	66%	63%	81%
Percentage of Tested Scoring 85-100	17%	34%	32%	5%	7%	6%
U.S. History and Government						
Number Tested	301	322	295	36	35	35
Number Scoring 55-100	284	311	291	33	32	33
Number Scoring 65-100	246	281	278	26	28	31
Number Scoring 85-100	75	109	157	4	2	8
Percentage of Tested Scoring 55-100	94%	97%	99%	92%	91%	94%
Percentage of Tested Scoring 65-100	82%	87%	94%	72%	80%	89%
Percentage of Tested Scoring 85-100	25%	34%	53%	11%	6%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	423	256	235	56	42	40
Number Scoring 55-100	394	231	217	47	32	32
Number Scoring 65-100	368	200	200	42	26	27
Number Scoring 85-100	95	24	36	1	0	2
Percentage of Tested Scoring 55-100	93%	90%	92%	84%	76%	80%
Percentage of Tested Scoring 65-100	87%	78%	85%	75%	62%	68%
Percentage of Tested Scoring 85-100	22%	9%	15%	2%	0%	5%
Physical Setting/Earth Science						
Number Tested	53	152	285	6	27	21
Number Scoring 55-100	40	115	265	4	14	18
Number Scoring 65-100	31	103	254	4	12	18
Number Scoring 85-100	4	34	82	1	2	4
Percentage of Tested Scoring 55-100	75%	76%	93%	67%	52%	86%
Percentage of Tested Scoring 65-100	58%	68%	89%	67%	44%	86%
Percentage of Tested Scoring 85-100	8%	22%	29%	17%	7%	19%
Physical Setting/Chemistry						
Number Tested	235	339	149	8	18	7
Number Scoring 55-100	225	308	145	8	12	7
Number Scoring 65-100	162	250	104	2	6	4
Number Scoring 85-100	20	60	27	1	1	1
Percentage of Tested Scoring 55-100	96%	91%	97%	100%	67%	100%
Percentage of Tested Scoring 65-100	69%	74%	70%	25%	33%	57%
Percentage of Tested Scoring 85-100	9%	18%	18%	12%	6%	14%
Physical Setting/Physics						
Number Tested			105			1
Number Scoring 55-100			102			#
Number Scoring 65-100			94			#
Number Scoring 85-100			25			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			90%			#
Percentage of Tested Scoring 85-100			24%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	50	56	48	0	0	0
Number Scoring 55-100	50	56	46	0	0	0
Number Scoring 65-100	50	56	46	0	0	0
Number Scoring 85-100	27	30	39	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	54%	54%	81%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	11	0	0	0	0	0
Number Scoring 55-100	11	0	0	0	0	0
Number Scoring 65-100	11	0	0	0	0	0
Number Scoring 85-100	3	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	141	125	130	5	3	8
Number Scoring 55-100	138	123	127	3	#	8
Number Scoring 65-100	137	123	124	3	#	7
Number Scoring 85-100	103	90	73	0	#	0
Percentage of Tested Scoring 55-100	98%	98%	98%	60%	#	100%
Percentage of Tested Scoring 65-100	97%	98%	95%	60%	#	88%
Percentage of Tested Scoring 85-100	73%	72%	56%	0%	#	0%
Comprehensive Latin						
Number Tested	26	43	44	0	1	0
Number Scoring 55-100	24	43	44	0	#	0
Number Scoring 65-100	23	42	44	0	#	0
Number Scoring 85-100	12	23	32	0	#	0
Percentage of Tested Scoring 55-100	92%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	88%	98%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	46%	53%	73%	0%	#	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	150	184	13	6	6	0
Number Scoring 55-100	133	161	9	4	5	0
Number Scoring 65-100	123	134	6	3	4	0
Number Scoring 85-100	68	68	0	1	1	0
Percentage of Tested Scoring 55-100	89%	88%	69%	67%	83%	0%
Percentage of Tested Scoring 65-100	82%	73%	46%	50%	67%	0%
Percentage of Tested Scoring 85-100	45%	37%	0%	17%	17%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	19	100%	27	96%	25	100%
Students with Disabilities	7	86%	8	88%	21	62%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	274	274	274	41	41	41	315	315	315
Number Scoring 55–64	4	10	14	7	4	2	11	14	16
Number Scoring 65–84	191	116	162	21	19	23	212	135	185
Number Scoring 85–100	51	103	72	1	3	0	52	106	72
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			59			4
Beginning (0-18)			8			#
Intermediate (19-31)			14			#
Advanced (32-36)			14			#
Proficient (37-39)			23			#
Reading and Writing (Grade 9-12)						
Number Tested			58			4
Beginning (0-14)			7			#
Intermediate (15-24)			24			#
Advanced (25-32)			24			#
Proficient (33-35)			3			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)